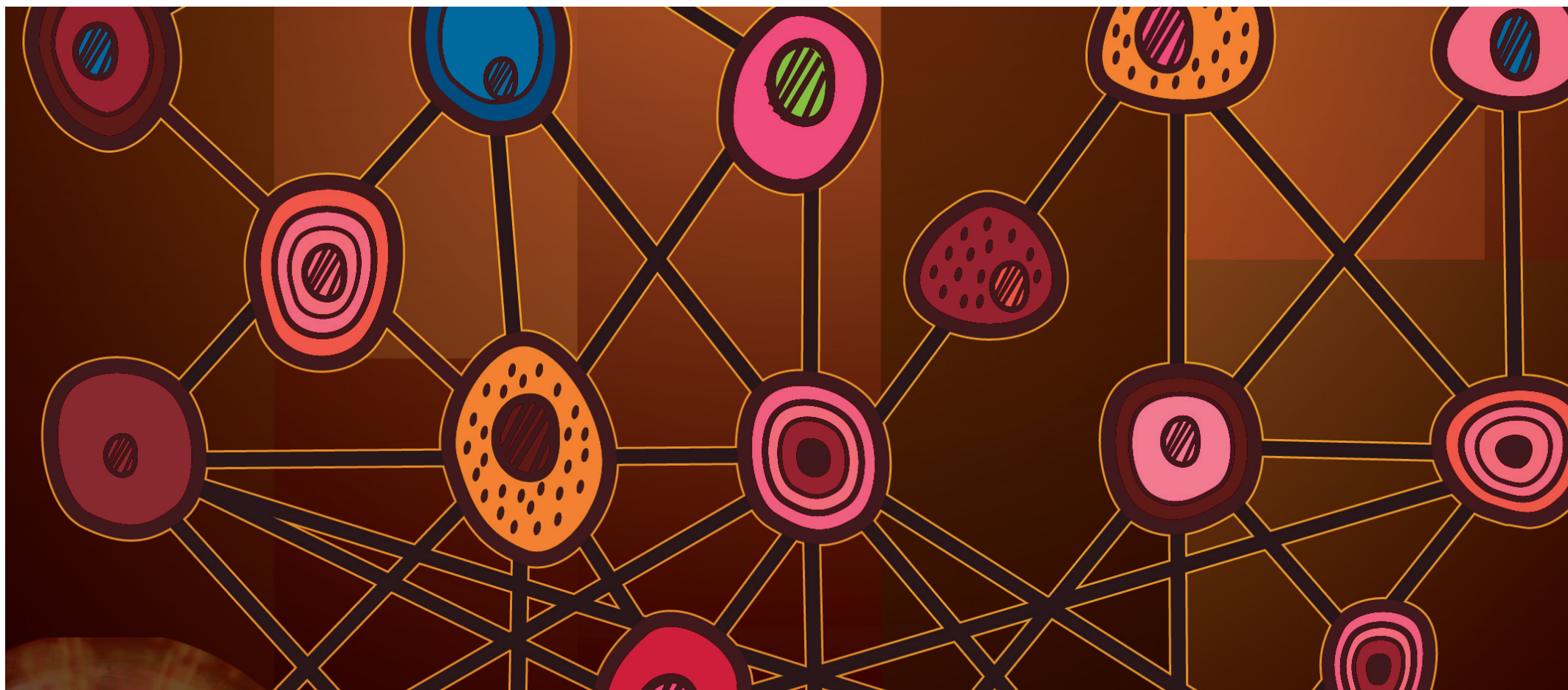


# NSW Aboriginal Education and Training Strategy 2006 – 2008

A direct response to the Aboriginal Education Review



## Acknowledgments

The artwork was created by Victor Cabello and Katherine Pond (Jan/Feb, 2004, Untitled, digital print and acrylic on paper).

The artists created the work for the  
Report of the Review of Aboriginal Education  
Yanigurra Muya: Ganggurriyma Yaarri  
Freeing the Spirit: Dreaming and Equal Future 2004

The artists gave this interpretation of their work:

*“The work is a merging of people, places and ideas, all the illustrated points interlocking and weaving. Each point meanders through time and land: watermark images of time clocks and earthy textures emphasise this. It is about unity and progress through collaboration and the way all these elements can create harmony.”*

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# Aboriginal Education and Training Strategy 2006 – 2008

## Message from the Minister

I am delighted that so many people contributed their views and ideas to the Aboriginal Education Review.

There is now an urgent imperative to transform the educational outcomes for this generation of Aboriginal children and young people. On the basis of the 2001 census we are truly talking about a generation. Forty percent of the NSW Aboriginal population are less than 15 years of age.

The Review and the NSW Aboriginal Education and Training Strategy: 2006-2008 have given us the means to make this transformation.

Education is a key component of Two Ways Together: The NSW Aboriginal Affairs Plan 2003 – 2012, which emphasises the significance of the cultures, languages, history and experiences of all Aboriginal people in NSW.

I am confident that the partnership between the NSW Aboriginal Education Consultative Group Inc (AECG) and the Department will continue to respect those characteristics that champion a strong and bold path and I look forward to progress reports from the Director-General's Aboriginal Education and Training Advisory Group.

Involving Aboriginal people as leaders, teachers, experts, administrators and public servants is pivotal to the cultural and educational transformation envisaged in the Review.

Close collaboration with parents is also critical in setting high expectations for all Aboriginal students.

As we strive to improve the outcomes for Aboriginal students, these actions will ensure that the key message that Aboriginal education and training is Everybody's Core Business is sustained.



**Carmel Tebbutt MP**  
**MINISTER FOR EDUCATION AND TRAINING**

## Director-General's Message

The Aboriginal Education Review was a landmark consultation through which many voices spoke about what needs to change if Aboriginal students are to benefit equitably from education and training.

The Review was about listening to and learning from individuals and groups. It involved meetings at more than 400 locations across New South Wales including many organised by local Aboriginal Education Consultative Groups. More than 4,000 students, parents and teachers were interviewed. Many of these were Aboriginal people. Over 200 submissions were received.

The partnership between the Department and the NSW Aboriginal Education Consultative Group Inc (AECG) was critical to its success and I look forward to Leading and Walking Together with the AECG as we implement the NSW Aboriginal Education and Training Strategy: 2006-2008.

I will continue to work hard to ensure that the Department is an organisation that listens and learns and acts on that learning, particularly in relation to Aboriginal Education and Training.

The Government is committed to supporting us and has allocated \$65 million to be spent over four years. We have committed to closing the gap between Aboriginal and non-Aboriginal student performance by 2012. We have lifted the bar for community involvement, governance, service provision, accountability, shared responsibility, leadership and capacity building. Importantly we are giving a strong focus to support for Aboriginal staff.

I commend the Strategy to you. Its impact relies on each of us understanding Aboriginal education and training in a new way to make significant differences for all Aboriginal students.



**Andrew Cappie-Wood**  
**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**  
**MANAGING DIRECTOR OF TAFE NSW**

# Aboriginal Education and Training Strategy 2006 – 2008

## Introduction

### The Aboriginal Education Review

The Aboriginal Education and Training Review was conducted by the NSW Department of Education and Training in partnership with the NSW Aboriginal Education Consultative Group Inc (AECG).

In announcing the Review, the Deputy Premier, Minister for Education and Training and Minister for Aboriginal Affairs, Dr Andrew Refshauge, challenged schools and TAFE NSW sectors to dramatically improve the learning outcomes of Aboriginal students. He stated:

*I want Aboriginal student outcomes to match or better outcomes of the broader population- this review will help to achieve this goal.*

*...Despite the many education initiatives implemented by the Commonwealth and NSW Governments over the past 20 years, Aboriginal students continue to be the most educationally disadvantaged student group in Australia.*

The former Minister's comments were strongly reiterated and supported in discussions throughout the Review and have been adopted in the goal of the NSW Aboriginal Education and Training Strategy: 2006-2008.

The Report of the Review of Aboriginal Education contains 71 recommendations which form the basis of the Strategy.

### The Director-General's Aboriginal Education and Training Advisory Group

The Director-General has established and Chairs the Aboriginal Education and Training Advisory Group. This group has been instrumental in the development of the Strategy and co-ordinates its implementation, including monitoring progress and reporting to the Government.

Membership of the Advisory Group includes representation from:

NSW Aboriginal Education Consultative Group Inc

NSW Teachers Federation

NSW Primary Principals' Association

NSW Secondary Principals' Council

Federation of Parents and Citizens' Associations of NSW

Murdi Paaki Regional Assembly

NSW Office of the Board of Studies

NSW Indigenous Higher Education

NSW Department of Aboriginal Affairs

Senior Officers and teacher representatives of the Department of Education and Training.

### The Aboriginal Education and Training Strategy 2006-2008

#### Purpose:

The NSW Aboriginal Education and Training Strategy: 2006-2008 shows how the Department of Education and Training, in collaboration with key partners, will focus its efforts on:

- a cultural shift to build perspectives and activities relevant to Aboriginal education and training into all areas of the system
- improving learning outcomes for Aboriginal students and
- changed practice to strengthen workplace participation for Aboriginal people.

#### Goal:

The Strategy has been designed to focus the work of schools, colleges, regions, TAFE Institutes and state office directorates towards achieving the goal that:

- By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population.

# Aboriginal Education and Training Strategy 2006 – 2008

## Principles

The following principles will guide activities within the Strategy:

- *Changing the Way We Do Business*: a co-ordinated approach across government, focused on local communities, is critical to success
- *Built In: Not Bolted On*: Aboriginal education and training needs to be integrated into mainstream education and training at every stage
- *Simultaneous Community Capacity Building*: it is vital that Aboriginal people and their communities are supported to engage as partners in education and training, including in the years prior to school
- *Valuing Employment and Enterprise Opportunities*: Aboriginal education and training needs to be part of a holistic effort to enable Aboriginal people to participate fully in the Australian community
- *Targeting Classroom Engagement*: quality teaching which engages Aboriginal students will make the biggest difference
- *Accountability – Everyone*: this work is so significant that everyone will need to understand their obligations, contribute and be prepared to account
- *Genuine Partnerships – Two Way*: no more token 'consultation' – equal partnerships with Aboriginal people at all levels.

## Key Directions

Actions within the Strategy link to the following directions:

1. Aboriginal Education and Training - Everybody's Core Business
2. Strong Cultures, Stronger Communities, Footprints to the Future
3. Making a Difference Where it Counts
4. Quality Teaching = Quality Results for All
5. Leading and Walking Together.

## Implementation of the Strategy

Partnership with the NSW Aboriginal Education Consultative Group Inc at all levels will be a priority.

Schools, colleges, regions, TAFE Institutes and state office directorates will be responsible for developing and implementing relevant actions from the Strategy.

## Links to other plans and projects

The Aboriginal Education and Training Strategy 2006-2008 links to:

1. The Corporate Goal of the Department: To deliver education and training that inspires students to succeed, fosters high expectations and prepares them for participation in a democratic and sustainable society
2. Two Ways Together: the NSW Aboriginal Affairs Plan 2003 - 2012 and incorporates actions relevant to the Council of Australian Governments (COAG) trial in the Murdi Paaki Region of NSW.



# Key Direction 1: Aboriginal Education and Training - Everybody's Core Business

Actions		Targeted areas for implementation							
Goal: By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population		Quality Learning					Community capacity building	Staff capacity building	Formal partnerships
		Prior to school	Early years	Middle years	Later years	19 years+			
1.1	Take action to secure the commitment of all staff to achieve Aboriginal student outcomes that match or better outcomes of the broader student population by 2012								
1.2	Enable staff to understand that all students need culturally appropriate Aboriginal education								
1.3	Make Aboriginal cultural education available to all staff and include Aboriginal education in key leadership and professional development programs incorporating bi-cultural leadership and work practices								
1.4	Strengthen anti-racism education, including professional learning, regional and TAFE Institute initiatives and school-based programs								
1.5	Include Aboriginal education and training actions relevant to the goal in all performance agreements								
1.6	Develop and implement a comprehensive, integrated approach to planning, implementation, monitoring and sustaining the Strategy								
1.7	Establish Aboriginal education and training planning groups which are representative of the broader community across the organisation to support the integrated approach to planning, implementation, monitoring and sustaining the Strategy								
1.8	Promote Reconciliation through regional and TAFE Institute forums and appropriate awards and ceremonies								

## Key Direction 2: Strong Cultures, Stronger Communities, Footprints to the Future

Actions		Targeted areas for implementation							
Goal: By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population		Quality Learning					Community capacity building	Staff capacity building	Formal partnerships
		Prior to school	Early years	Middle years	Later years	19 years+			
2.1	Promote the recognition of Aboriginal cultures and custodianship of Country through protocols such as <i>Welcome to Country and Acknowledgement of Country: Guidelines and Protocols for NSW Public Schools and TAFE Institutes</i>								
2.2	Increase delivery of Aboriginal Languages programs in partnership with communities								
2.3	Improve pathways from education to employment and further study for Aboriginal students								
2.4	Implement the Aboriginal Human Resource Development Plan to strengthen workforce planning, recruitment, career development, succession planning, professional development and mentoring								
2.5	Develop and implement, in consultation with Aboriginal communities, a range of programs and strategies to build capacity in Aboriginal communities and use community profiles as a basis for planning the most useful courses for Aboriginal students								
2.6	Make Aboriginal education and training a high professional development priority for all TAFE NSW teachers								

## Key Direction 3: Making a Difference Where it Counts

Actions		Targeted areas for implementation							
Goal: By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population		Quality Learning					Community capacity building	Staff capacity building	Formal partnerships
		Prior to school	Early years	Middle years	Later years	19 years+			
3.1	Develop Personalised Learning Plans for all Aboriginal school students in partnership with teachers, parents, caregivers and students								
3.2	Support government schools with significant Aboriginal student populations to improve student achievements through Schools in Partnership and other initiatives								
3.3	Strengthen the focus on TAFE courses aligned to employment opportunities, particularly those at Certificate III or above								
3.4	Increase access for Aboriginal children to the range of programs in the years prior to school								
3.5	Develop an Aboriginal student leadership component in each Region and TAFE Institute plan								
3.6	Review current attendance and welfare practices and plans in conjunction with planning groups to meet agreed targets								
3.7	Explore options to enhance Aboriginal student participation in selective class/school provision								



## Key Direction 4: Quality Teaching = Quality results for all

Actions		Targeted areas for implementation							
<b>Goal: By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population</b>		Quality Learning					Community capacity building	Staff capacity building	Formal partnerships
		Prior to school	Early years	Middle years	Later years	19 years+			
4.1	Develop and implement an Aboriginal Education and Training Curriculum Plan in collaboration with key stakeholders. This will include: <ul style="list-style-type: none"> <li>a quality framework for Aboriginal education curriculum support for schools</li> <li>collaboration with the Office of the Board of Studies to explore expansion of curriculum options to better meet Aboriginal student needs</li> <li>an Aboriginal Teaching and Learning Framework to support Vocational Education and Training (VET) delivery</li> <li>professional development and timely support for teachers of Aboriginal students</li> <li>plans for quality TAFE NSW provision in correctional centres with clear post-release pathways</li> <li>guidelines for culturally appropriate product development, design and delivery in TAFE NSW, aligned to competency based qualifications</li> </ul>								
4.2	Drive measured improvements for Aboriginal students through the State Literacy Strategy and the State Numeracy Plan								
4.3	Engage Aboriginal students through quality teaching with a focus on the Early Years, Middle Years and Later Years Strategies								
4.4	Provide literacy and numeracy support for Aboriginal students in TAFE NSW								
4.5	Celebrate Aboriginal students' achievements in collaboration with Aboriginal communities								
4.6	Identify and promote school practices that support the full participation and achievement of Aboriginal students and reduce suspension rates								
4.7	Develop technological capacity to monitor student progress and achievements by: <ul style="list-style-type: none"> <li>supporting the implementation of the School Measurement, Assessment and Reporting Toolkit (SMART)</li> <li>developing an individualised student identification system</li> </ul>								

## Key Direction 5: Leading and Walking Together

Actions		Targeted areas for implementation							
<b>Goal: By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population</b>		Quality Learning					Community capacity building	Staff capacity building	Formal partnerships
		Prior to school	Early years	Middle years	Later years	19 years+			
5.1	Lead and co-ordinate the Aboriginal Education and Training Strategy through the Director-General's Aboriginal Education and Training Advisory Group								
5.2	Strengthen and maintain partnerships with the AECG at all levels with a focus on schools and TAFE emphasising the sharing of decision making and cultural knowledge								
5.3	Promote interagency approaches to Aboriginal education and training issues through implementing Two Ways Together actions (including Early Years working party actions) and leading the COAG Murdi Paaki trial								
5.4	Include Aboriginal representation at all levels of decision making including the Department's Board of Management, the Director General's Aboriginal Education and Training Advisory Group, TAFE NSW Institute Councils, state, regional and local groups								
5.5	Update and implement the Aboriginal Education Policy in partnership with all key stakeholders								
5.6	Initiate and implement an Aboriginal Education and Training Communication Plan to: <ul style="list-style-type: none"> <li>promote the Aboriginal Education and Training Strategy to all key stakeholders and the broader community</li> <li>progress desired cultural change in schools, colleges, regions, TAFE Institutes and state office portfolios</li> </ul>								
5.7	Establish a robust knowledge base for Aboriginal Education and Training as the foundation for innovation within this Strategy through: <ul style="list-style-type: none"> <li>Strategic research partnerships</li> <li>Targeted data collection</li> <li>Integrated priority setting</li> <li>Evaluation of strategies</li> </ul>								

# Aboriginal Education and Training Strategy 2006 – 2008

## Monitoring and Reporting

Aspirational targets will be incorporated into the Strategy and progress will be monitored and reported through a comprehensive process managed by the Department of Education and Training in consultation with key stakeholders.

Progress towards meeting the goal that:

By 2012 Aboriginal student outcomes will match or better outcomes of the broader student population

will be monitored against the achievement of the Office of Schools targets for Aboriginal students. In order to attain these targets by 2012, it will be necessary to demonstrate a staged increase in the percentage of:

- all Aboriginal Year 3 students achieving band 2 or higher on BST Literacy (Reading and Language)
- all Aboriginal Year 3 students achieving band 2 or higher on BST Numeracy

- all Aboriginal Year 5 students achieving band 3 or higher on BST Literacy (Reading and Language)
- all Aboriginal Year 5 students achieving band 3 or higher on BST Numeracy
- all Aboriginal Year 7 students achieving elementary skill band of higher on ELLA Literacy (Reading, Writing and Language)
- all Aboriginal Year 7 students achieving elementary skill band of higher on SNAP Numeracy.
- all Aboriginal students in Years 10-12
- all Aboriginal students completing Year 12.

Progress will also be monitored through the implementation of the Strategy in the key directions:

- Aboriginal Education and Training  
- Everybody's Core Business
- Strong Cultures, Stronger Communities,  
Footprints to the Future

- Making a Difference Where it Counts
- Quality Teaching = Quality Results for All
- Leading and Walking Together.

Specific targets will be included in all senior management performance management agreements.

Principals, Regional Directors, TAFE Institute Directors and State Office Directors will be required to report annually on outcomes achieved against Aboriginal Education and Training targets included in their plans.

## Contact

For more information on the NSW Aboriginal Education and Training Strategy, contact Aboriginal Education and Training Directorate on telephone number 9244 5393.

[www.aboriginaleducation.nsw.edu.au](http://www.aboriginaleducation.nsw.edu.au)

[www.det.nsw.edu.au](http://www.det.nsw.edu.au)

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